

Year 3&4	Cycle A 2026-27					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Theme	<u>Tudors</u> <u>Gainsborough Old Hall visit</u>		<u>Perfect Planet</u>	<u>Ancient Greece</u>	<u>Rainforest</u> <u>Trip to Whisby Nature Park</u>	<u>Mayans</u>
Book Spine	Spy Master: First Blood by Jan Burchett	My Friend Walter Michael Morpurgo  <b>Author Focus:</b> Shakespeare (Macbeth)	Iron Man by Ted Hughes  BBC Blue Planet II (Leisa Stewart-Sharp)	Picture Books: Greek Myths Marcia Williams	The Great Kapok Tree Lynne Cherry  The Quest for Z (The True story of Percy Fawcett and a lost city in the Amazon) Greg Pizzoli	
English units	<b>Unit 1:</b> Grammar focus – introduction to the year. Sentence building about themselves.  <b>Unit 2:</b> Recount: Letter (Formal – linked to text)  <b>Unit 3:</b> Recount: Diary (informal – linked to text)	<b>Unit 4:</b> Image based setting description  <b>Unit 5:</b> Non-chronological report based on the Tudors.  <b>Unit 6:</b> Poetry: Free verse linked to SCEM grid (linked to winter or self)	<b>Unit 7:</b> Narrative Focus Character  Science fiction (link to text)  <b>Unit 8:</b> To write a persuasive speech. (environmental issues), linked to the context of the previous unit.	<b>Unit 9:</b> To write a Greek Myth  <b>Unit 10:</b> Explanation – water cycle (linked to science)	<b>Unit 11:</b> To write a biography (Percy Fawcett)  <b>Unit 12:</b> First person recount- Explorer’s journal  <b>Unit 13:</b> Additional dialogue from the man’s perspective at the end of ‘The Great Kapok Tree’	<b>Unit 14:</b> Instruction: How to make chocolate.  <b>Unit 15: Final assessment piece to address gaps in Afl</b>  <b>Unit 16:</b> To entertain:  Performance poetry based on Micheal Rosen’s Chocolate Cake
Science	<b>Simple Circuits</b>  Construct a simple circuit naming parts. Recognise common conductors etc.  Switches	<b>Sound</b>  How sounds are made, volume and pitch, conductors and insulators	<b>Animals and their food</b>  Digestion  Teeth  Producers, predators and prey	<b>States of matter</b>  Solids, liquids, gases  Melting and freezing  Evaporation and condensation  Water cycle	<b>Grouping Living Things</b>  (Living Things and their Habitats) Life processes  Sorting and grouping plants and animals using classification keys – flowering/non-flowering, vertebrates/invertebrates  Identify how natural/human changes can cause a habitat to change (positive and negative effects on wildlife)	
History/ Geog	<b>History</b>  <b>Voyages of Exploration (Tudors)</b>  Tudor Monarchs and significant historical figures – how did they impact Britain?  Tudor exploration of the world under Henry VIII and Elizabeth I	<b>Geography</b>  <b>Mapping coasts and oceans</b>  Spanish Armada and piracy  <u>Sir Francis Drake</u> - why did he circumnavigate the world?  <u>Sir Walter Raleigh</u> - founder of the first American colonies. Research the failure of Roanoke  Mapping rivers, seas and oceans  Look at how maps and mapping has changed	<b>Geography</b>  <b>Biomes and vegetation</b>  Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts.	<b>History</b>  <b>Ancient Greece</b>  History of Ancient Greece  Greek lifestyle and culture for rich and poor  Ancient Greek Gods  Ancient Greek myths  Olympics  Greek Legacy	<b>Geography</b>  <b>Rainforest - contrasting locality</b>  Countries of the world identifying where rainforests are and their features.  Explore effects of deforestation.	<b>History</b>  <b>Mayans- Ancient civilisations.</b>  Who were the Mayans? Where did they live? What did they believe? What did they find out? What can they teach us?
DT/Art	Art  <b>Drawing:</b> Exploring tone, texture and proportion to create a collage of a Tudor rose	DT  <b>Structures:</b>  Making a Tudor house	Art  <b>Drawing:</b> Developing drawing skills – botanical drawings and observation of plants	DT  <b>Food and Nutrition</b>  Making biscuits	Art  <b>Craft &amp; Design</b>  (Fabric and nature)  Using the rainforest as a stimulus to design a fabric pattern (links to Kaffe Fassett)	DT  <b>Mechanisms</b>  Pneumatic toys  Make different pneumatic systems using balloons, pipe and syringes. Folded paper plate to make a monster open its mouth.

Computing	<b>Online Safety Lesson 1</b> Introduction to laptops – logging on, opening documents and saving.	<b>Online Safety Lesson 2</b> <b>COMPUTING SYSTEMS &amp; NETWORKS (Unplugged)</b>  Networks and the Internet <u>WITH</u> Journey inside a Computer	<b>Internet Safety Day (Feb)</b> <b>DATA HANDLING</b>  Comparison Card Databases	<b>Online Safety Lesson 3</b> <b>COMPUTING SYSTEMS &amp; NETWORKS</b>  Collaborative Learning	<b>Online Safety Lesson 4</b> <b>PROGRAMMING</b> Computational Thinking	<b>Online Safety Lesson 5 (Assessment)</b> <b>SKILLS SHOWCASE</b>  HTML
Music	<b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b>  Children will know that when you sing without accompaniment it is called ‘a cappella’.  Harmony means playing two notes at the same time that usually sound good together.  An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.  ‘Performance directions’ are words added to musical notation to tell the performers how to play.	<b>Haiku, music and performance (Theme: Hanami festival)</b>  Children will know that a glissando in music means a sliding effect played on instruments or made by your voice.  To know that expressive language (like a poem) can be used as inspiration for composing music.  To understand that both instruments and voices can create audio effects that describe something you can see.  To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.  Christmas Singing Preparation	<b>Jazz</b>  To understand that ‘syncopation’ means a rhythm that is played off the natural beat.  To know that Ragtime is piano music that uses syncopation and a fast tempo.  To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.  To know that ‘scat singing’ is using made-up words to create the sound of an instrument playing.	<b>Instrumental lessons unit</b>  Children will know the key features of South African Gumboot music.  To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.  To know the correct technique for playing tuned percussion instruments.	<b>Body and turned percussion (Theme: Rainforests)</b>  Children will know that deciding the structure of music when composing can help us create interesting music with contrasting sections.  To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’.  To know that a ‘loop’ in music is a repeated melody or rhythm.  To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.  Singing rehearsal for KS2 summer production	<b>Samba and carnival sounds and instruments (Theme: South America)</b>  Children to know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.  To understand that the ‘on-beat’ is the pulse of a piece of music, and the ‘off-beat’ falls in between these.  To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.
PE	Ball skills/Fitness/Fundamentals  Dance	Football  Gymnastics	Netball/Basketball  Games Making	Hockey/La crosse  Dodgeball/Rugby	Tennis  May Dance	Athletics Focus for Sports week  Rounders
RE	How do people welcome new life into the world?  How do people show their commitment to religion?		How do people celebrate marriage?		What do people believe about the afterlife?  How is this expressed in funeral practices?	
PSHE/RSE	<b>Family and Relationships</b>  Friendship issues and bullying  Healthy friendships – boundaries  Learning who to trust  Respecting differences  Change and loss – bereavement	<b>Health and Wellbeing</b>  My healthy diary  Diet and dental health  Wonderful me  Celebrating mistakes  My happiness	<b>Safety and the Changing Body</b>  Cyber bullying  Share aware  Privacy and secrecy  Year 3: First Aid and Emergencies  Year 3: Road Safety (Keeping safe out and about)  Year 4: Introducing puberty  Year 4: Growing Up		<b>Citizenship</b>  Rights of the child  Human rights	<b>Economic Wellbeing</b>  Budgeting  Jobs and Careers  <b>Transitions</b>  Coping strategies
MFL (French)	French Greetings	French adjectives of colour, shape and size	Playground games – numbers and ages	The French classroom	Bon appetit	Shopping for French foods

Year 3 & 4		Cycle B 2025-26				
LKS2	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Theme	<b><u>Dynamic Earth – Mountains, Earthquakes and Volcanoes</u></b>	<b><u>Stone Age Britain</u></b>	<b><u>Why do people settle where they do?</u></b> <b><u>Visit to Creswell Crags</u></b>	<b><u>What did it mean to be a Roman?</u></b>	<b><u>What impact did the Romans have on Britain?</u></b> <b><u>Visit to Roman Lincoln</u></b>	<b><u>Anglo Saxons and Vikings</u></b>
Book Spine	Beowulf (Usbourne version) Mary Anning guided reading extracts	Stone Age Boy by Satoshi Kitamura  UG by Raymond Briggs	Wild Way Home by Sophie Kirtley	Escape from Pompeii by Christina Balit	The Thieves of Ostia by Caroline Lawrence  The Lion, the Witch and the Wardrobe (CS Lewis)	How to Train Your Dragon by Cressida Cowell
English units	<b>Unit 1:</b> Poetry Kennings - Kenning on Grendel  <b>Unit 2:</b> Non-Chronological reports: Beowulf/Grendel  <b>Unit 3:</b> To write a biography on Mary Anning	<b>Unit 4:</b> Poetry: Question and Answers Poems  <b>Unit 5:</b> Narrative - Stone Age Boy	<b>Unit 6</b> To write a non-chronological report about the Stone Age  <b>Unit 7:</b> To write an adventure story.	<b>Unit 8:</b> To write an explanation text. (linked to science – how bees make honey)  <b>Unit 9:</b> informal letter writing - 'You wouldn't want to be a Roman gladiator'	<b>Unit 10:</b> To write a newspaper report (linked to topic – The Roman Record by P. Dowsell for inspiration)  <b>Unit 11:</b> To write a balanced argument	<b>Unit 12:</b> 1 <sup>st</sup> person narrative retelling (meeting a dragon)  <b>Unit 13:</b> Playscripts
Science	<b><u>Rocks</u></b>  Compare and group types of rock.  Describe how fossils are formed.  Discover the contribution to science of fossil hunter Mary Anning.  Recognise soil is made from rocks and organic matter.	<b><u>Force and Magnets</u></b>  Magnetic materials  Poles  Pushes and Pulls  Contact and distance (friction)	<b><u>Skeletons and Muscles</u></b>  Name and locate human skeleton bones and muscles  Skeletons provide support, protection and movement  Vertebrates and invertebrates	<b><u>Parts of Plants and How they Survive</u></b>  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<b><u>Light and Shadow</u></b>  How we see  Reflections  Transparent, translucent and opaque  Sun Safety	<b><u>Nutrition – Humans and Animals</u></b>  Healthy eating and nutrients; food groups; classifying foods; nutritional values; food pyramids
History/ Geog	<b><u>Geography</u></b>  <b><u>Dynamic Earth</u></b>  Volcanoes, Earthquakes and mountains.  Name and locate some key mountain ranges on a world map  Locate areas where earthquakes have	<b><u>History</u></b>  <b><u>Stone Age to Iron Age</u></b>  Chronology and timelines.  Key factors and developments which affected the changes between the main prehistoric periods.	<b><u>Geography</u></b>  <b><u>Settlements in the UK</u></b>  Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some	<b><u>History</u></b>  <b><u>Roman Invasion</u></b>  The Roman Empire and its impact/legacy on Britain: army, towns – roads and buildings, money,  To understand an aspect of local history – Lindum Colonia.	<b><u>Geography</u></b>  <b><u>Mapping and Migration</u></b>  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Why do people choose to settle in specific locations? What	<b><u>History</u></b>  <b><u>Anglo Saxons and Viking Invaders</u></b>  Place the Anglo-Saxons and Vikings on a timeline and say why they came to Britain and stayed.  Look at evidence to show we know Anglo Saxons lived here

	<p>occurred/Explain how to stay safe during an earthquake/Describe how earthquakes occur/Describe the impact of earthquakes on those living in affected regions</p> <p>Understand what happens during a volcanic eruption/ Name and locate some areas where recent volcanic eruptions have occurred/Describe how a volcanic eruption happens and the impact this has on people's lives</p>	<p>Life in the Stone Age, Bronze Age to Iron Ages</p> <p>Key settlements and achievements including Skara Brae and the building of Stonehenge</p>	<p>of these aspects have changed over time</p>	<p>To know why Boudicca acted in the way she did.</p>	<p>resources do they need?</p> <p>Locate cities in UK, countries in Europe, identify key physical and human features of UK, explain how these characteristics have changed over time.</p>	<p>through place names and archaeology.</p> <p>Alfred the Great's legacy.</p> <p>Sutton Hoo.</p> <p>Compare Anglo-Saxons to Vikings looking at similarities and differences – were they invaders or settlers?</p>
DT/Art	<p><b>Art</b></p> <p><b>Painting</b></p> <p>Different painting techniques to create volcanic eruption scene (Nick Rowland)</p>	<p><b>DT</b></p> <p><b>Textiles</b></p> <p>Sewing and decorating a textile Christmas stocking</p>	<p><b>Art</b></p> <p><b>Painting and Mixed Media</b></p> <p>Prehistoric painting – recreate cave art using charcoal</p>	<p><b>Art</b></p> <p><b>Sculpture and 3D</b></p> <p>Mega Materials – soap and wire sculptures</p>	<p><b>DT</b></p> <p><b>Electrical systems</b></p> <p>Design an interactive poster linked to science with Y/N or T/F answers to light up</p>	<p><b>DT</b></p> <p><b>Food and Nutrition</b></p> <p>Seasonal veg – explore what is in season and tasting/making</p>
Computing	<p><b>Online Safety Lesson 1</b></p> <p>Introduction to laptops – logging on, opening documents and saving. Connecting headphones and volume. Dance Mat (BBC) touch typing introduction.</p>	<p><b>Online Safety Lesson 2</b></p> <p><b>CREATING MEDIA</b> Video Trailers</p>	<p><b>Internet Safety Day (Feb)</b></p> <p><b>PROGRAMMING</b></p> <p>Scratch</p>	<p><b>Online Safety Lesson 3</b></p> <p><b>PROGRAMMING</b></p> <p>Further coding with Scratch</p>	<p><b>Online Safety Lesson 4</b></p> <p><b>DATA HANDLING</b></p> <p>Investigate the Weather</p>	<p><b>Online Safety Lesson 5 (Assessment)</b></p> <p><b>COMPUTING SYSTEMS &amp; NETWORKS</b></p> <p>Emailing unit</p>
Music	<p><b>Creating a composition in response to an animation (Theme: Mountains)</b></p> <p>Children to understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p>	<p><b>Rock and Roll</b></p> <p>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that playing in time means all performers playing together at the same speed.</p>	<p><b>Ballads</b></p> <p>Children to know that a ballad tells a story through song.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a 'stanza' is a verse.</p>	<p><b>Adapting and transposing motifs (Theme: Romans)</b></p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p><b>Instrumental lessons unit: Caribbean*</b></p> <p>To know the key features of Calypso music.</p> <p>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</p> <p>To be able to play tuned percussion with the correct technique.</p> <p>Singing rehearsal for KS2 summer production</p>	<p><b>Developing singing technique (Theme: Vikings)</b></p> <p>The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>Different notes have different durations and crotchets are worth one whole beat.</p> <p>That 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>That written music tells you how long to play a note for.</p>

		To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.  Christmas Singing Preparation				
PE	Ball Skills Dance	Football Gymnastics	Netball / Basketball Games Making	Lacrosse / Hockey Dodgeball / Rugby	May Day Dance Tennis	Rounders Athletics
RE	What does pilgrimage mean to individuals and communities?		Which Religious World View communities can we find in our neighbourhood?		<b>School Designed Unit:</b> The story of The Lion, The Witch and the Wardrobe, including the following themes:  Good v evil  Courage  Friendship and loyalty  Self-discovery	
MFL (French)	This is me	School days	Birthday celebrations	Colourful creatures	Fabulous French food	Gourmet tour of France
PSHE/RSE	<b>Family and Relationships</b>  Friendship and bullying  Healthy families  Stereotyping – Gender  Stereotyping – Age/Ability  Respect and Manners	<b>Health and Well-being</b>  My healthy diary  Looking after our teeth  Resilience: breaking down problems  Emotions  Mental health	<b>Safety and the Changing Body</b>  Internet safety: age restrictions  Tobacco  Choices and influences  Year 3: First Aid and Emergencies  Year 3: Road Safety (Keeping safe out and about)  Year 4: Introducing puberty  Year 4: Growing Up.		<b>Citizenship</b>  Local council and democracy  Diverse communities  Charity	<b>Economic Wellbeing</b>  Spending Choices: Value for money  Money and emotions: looking after money  <b>Transitions</b>  Coping strategies